

## Performance Management: The Key to Leading Your Mission

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### Pre-Load Screen:



**Narrator:** No Audio.

### Screen 1:



**Male Narrator:** You've got a video conference that's about to begin. Select the "Start" button to launch the conference.

**Screen 2:**

**Monica:** Hi. My name's Monica and I am an IC Leader. I'd like to welcome you to the Leadership Control Center. We just got our marching orders from headquarters. Today, our focus is *Performance Management: The Key to Leading Your Mission*.

Before we jump in, take a look at the buttons along the bottom of your desk. You'll use these buttons to navigate throughout the center. Select the "User Manual" button to learn about the navigation buttons. Otherwise, select the "Next" button and we'll get started.

**Screen 3:**

**Male Narrator:** The navigation buttons are along the bottom of your desk. To open the menu, select the "Menu" button. Within the menu you will see a list of each section we'll address during our video conference. To open a particular section, select the section title. The video monitor will then advance

to that section. To close the menu, select the “Menu” button again. The information in the table describes the functionality of the other navigation buttons. Take a moment to review this information. When you are done, select the “Next” button and we’ll get started.

**Screen 4:**



**Monica:** I understand you’re an IC leader. That means you’ve got the big corner office, ...

**Screen 5:**



**Monica:** ...everyone does what you say, ...

**Screen 6:**



**Monica:** ...and life is peachy, right?

**Screen 7:**



**Monica:** If only it were true. I know a little about your shoes. I've spent the last ten years of my career as a leader within the IC. And while I wouldn't trade the experiences I've had, they certainly haven't come without challenges and, at times, a few uphill battles.



Screen 8:



**Monica:** As leaders we are responsible for driving positive business results and achieving the mission. We have goals to meet, customers to satisfy, employees to manage, and policies we must follow.

Screen 9:



**Monica:** The purpose of the Leadership Control Center is to provide you with a powerful tool you can use to achieve your organization's mission and meet your obligations and responsibilities as a leader.

**Screen 10:**

**PERFORMANCE MANAGEMENT: THE KEY TO LEADING YOUR MISSION**

**Introduction**

**Performance Management**

The SINGLE most important tool you can use to drive positive business results and meet your obligations and responsibilities as a leader.

**Performance Management Timeline**

Scientific Management	Management by Objectives	360-Degree Feedback	Results-Focus
1900s	1922	1954	1960s
	Graphic Rating Scale	BARS (Behaviorally Anchored Rating Scales)	1990s-2000
			Competency Based
			2000s

Pulakos, E. (2009). Performance Management: A New Approach for Driving Business Results. West Sussex, UK: Wiley-Blackwell.

EXIT RESOURCES CC PAUSE MENU PREV **NEXT**

**Monica:** The strategic powerhouse I'm referring to is performance management. Granted performance management has been around the block a few times and, over the years, as taken on many different shapes. Despite its flavor of the month history, hands down, performance management is still "the single most important tool [you] have for helping [you] get work done... and drive the results for which [you] are accountable" (Pulakos, 2009, p. 31).

**Screen 11:**

**PERFORMANCE MANAGEMENT: THE KEY TO LEADING YOUR MISSION**

**Introduction**

1. "Studies of past Federal performance management efforts have identified [that] leaders at Federal agencies have historically focused far more attention on new policy development than on managing to improve outcomes" (Obama, 2010, p. 74).

*Select the "Resources" button for a list of references used in the course.*

EXIT RESOURCES CC PAUSE MENU PREV NEXT

**Monica:** Let's briefly address why there's such big hype around performance management by considering a few reports.

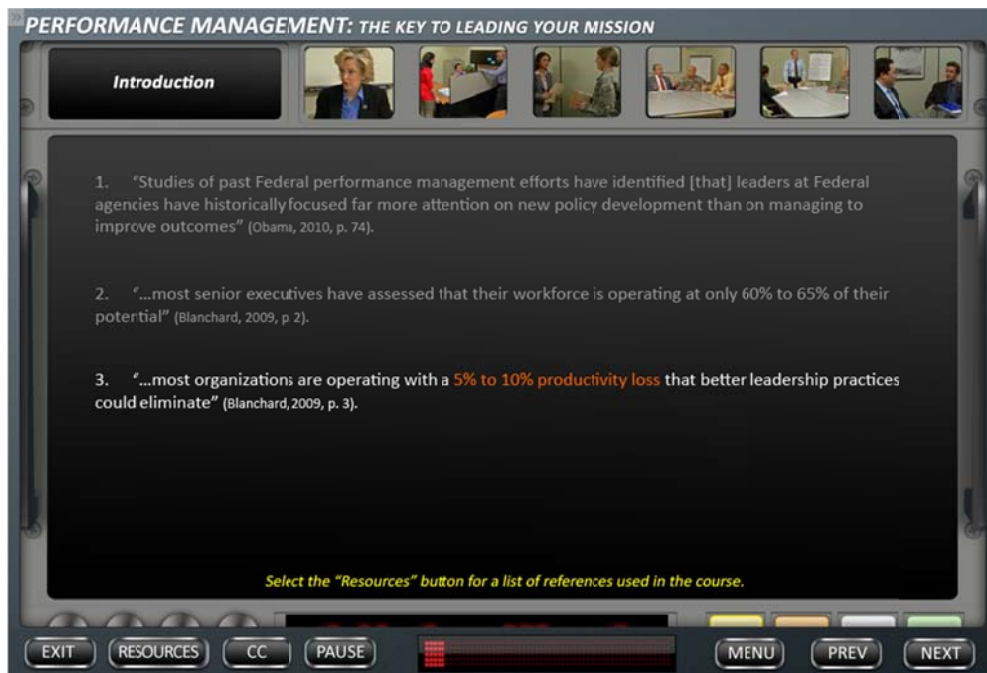
One. "Studies of past Federal performance management efforts have identified [that] leaders at Federal agencies have historically focused far more attention on new policy development than on managing to improve outcomes" (Obama, 2010, p. 74).

Screen 12:



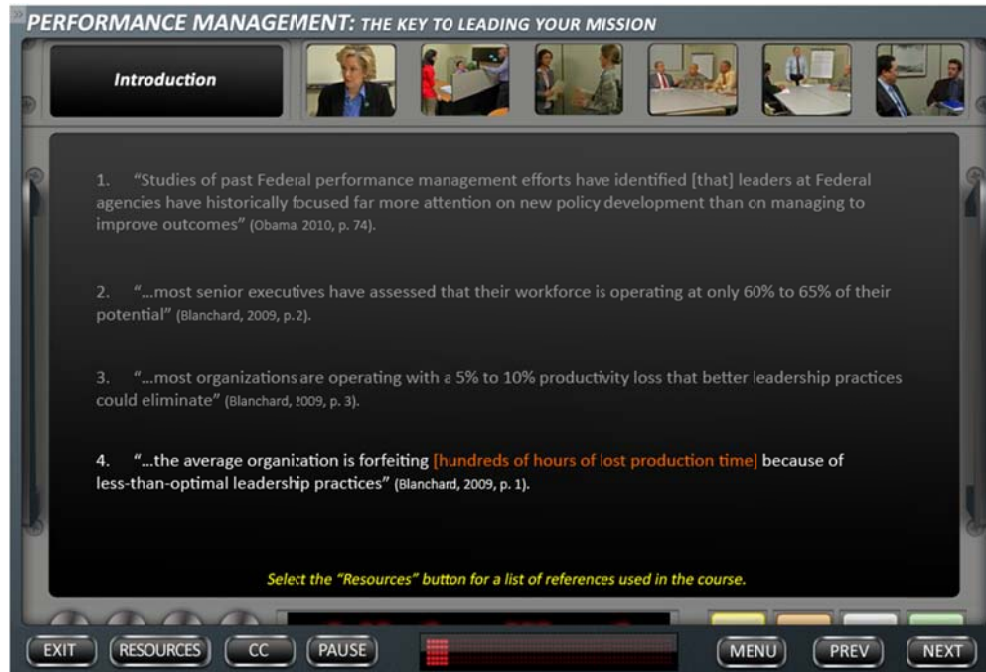
**Monica:** Two. "...most senior executives have assessed that their workforce is operating at only 60% to 65% of their potential" (Blanchard, 2009, p. 2).

Screen 13:



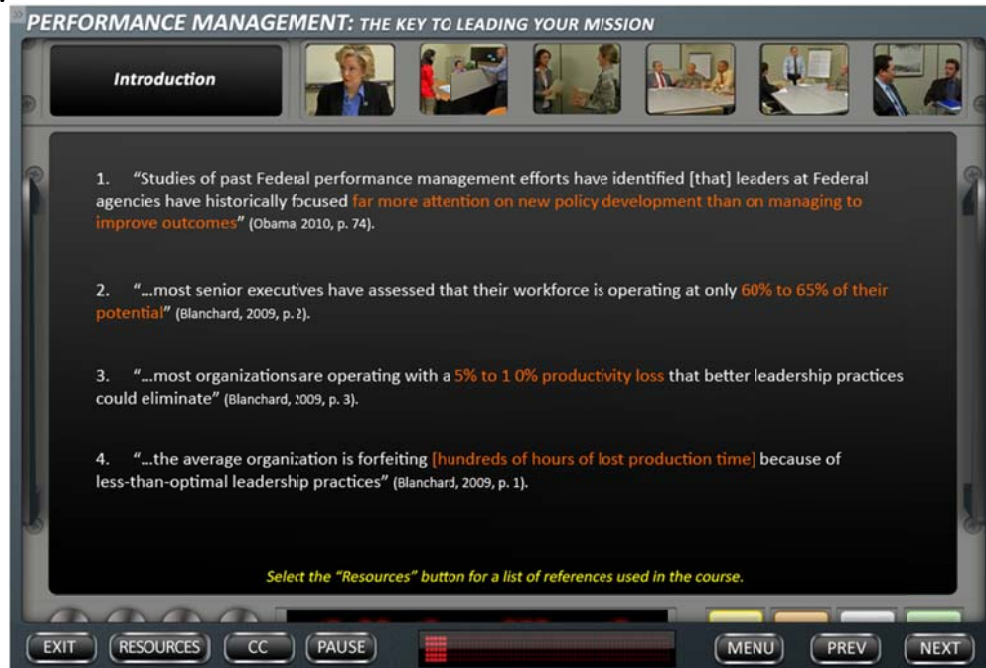
**Monica:** Three. "...most organizations are operating with a 5% to 10% productivity loss that better leadership practices could eliminate" (Blanchard, 2009, p. 3).

Screen 14:



**Monica:** Four. "...the average organization is forfeiting [hundreds of hours of lost production time] because of less-than-optimal leadership practices" (Blanchard, 2009, p. 1).

Screen 15:



**Monica:** As leaders we are doing a lot of things right, but as these reports indicate, there is room for improvement.

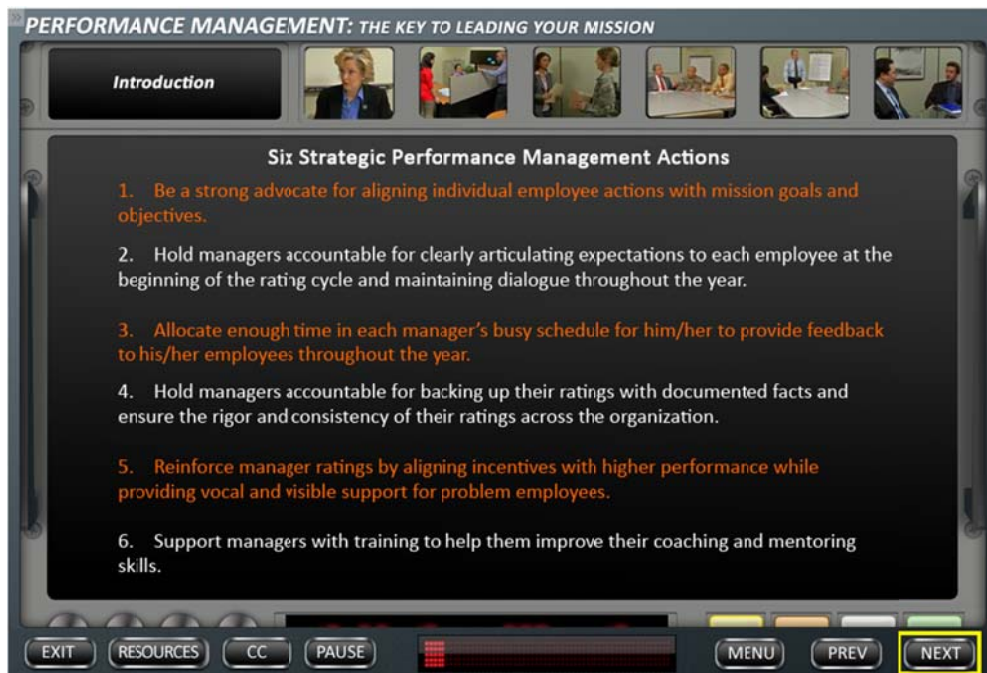


Screen 16:



**Monica:** That's why we've created the Leadership Control Center. This is a great place for leaders to get a pulse on organizational challenges and identify effective solutions.

Screen 17:



**Monica:** In fact, my intent today is to have you walk away with six strategic actions within the umbrella of performance management that you can start implementing immediately and thereby take your organization's results to a new level. Take a moment to review the strategic actions.

**Screen 18:**



**Monica:** At the top of your screen there are six video monitors. Using these monitors you can observe managers and supervisors in action within an organization we are monitoring. As you watch the interaction, consider ways in which you would solve the issue. Afterwards, we'll identify the strategic action you can implement along with a few take home points should the issue be a concern within your organization.

You can watch the six video monitors in any order you choose. Go ahead and select one of the monitors and let's see what's going on in this organization.

**Screen 19:**



**Monica:** N/A

Video: *When Outstanding is Used as a Reward*

Setting: Lorna, a performance reviewer, and Abby, a performance rater, are meeting in a conference room. Abby gave one of her employees an outstanding rating, but Lorna is unclear on the performance results that warranted the rating. She asked Abby to meet with her.

**Lorna:** (*friendly*) Thanks for meeting with me today, Abby.

**Abby:** (*pleasant*) Sure. You said you wanted to talk about a rating I assigned my employee?

**Lorna:** (*casual*) Yes. As I was reviewing the performance ratings and narratives for your employees I noticed that you gave Jeremiah an outstanding rating.

**Abby:** (*enthusiastic*) Right. He's the best employee I have right now and has worked really hard this last year. He deserves the high rating.

**Lorna:** (*sincere*) I have no doubt that Jeremiah has worked hard. However, I am concerned that the narrative you wrote for Jeremiah doesn't match the rating. I don't see specific behavior results in the narrative that would constitute an outstanding rating. Will you please share with me why you gave Jeremiah the rating you did?

**Abby:** (*a little flustered*) Well, as I said, Jeremiah worked really hard and he's my best employee. He really deserves the rating.

**Lorna:** (*slightly frustrated, but professional*) Yes, I know he worked hard, but just because he worked hard doesn't mean he earned an outstanding rating. Performance ratings are assigned based on results, not just hard work. To get an outstanding rating, Jeremiah would need to produce results that match the performance criteria for the rating.

**Abby:** (*surprised and frustrated*) But he did work hard and, after all, it's his turn to be outstanding.

**Lorna:** (*surprised*) It's his turn?

**Abby:** (*"why of course" tone*) Sure. Each of my employees has had an outstanding rating before. Jeremiah hadn't had one so far, yet he works just as hard as anyone else on the team; so he should get the rating. And besides, as I said, he's the best employee I have right now.

**Lorna:** (*takes a deep breath and has a look of, "Oh boy, how am I going to fix this one?"*) Let's take a step back a moment and talk about the difference between performance ratings and performance rewards....

*Video fades out.*

Screen 20:



**Monica:** Have you seen that happen before? Where a supervisor gives a rating as a reward rather than something the employee earned based on merit or impact to the mission?

Screen 21:



**Monica:** Ratings should be based on performance results that directly contribute to the department or organization's goals, not merely hard work.



Screen 22:



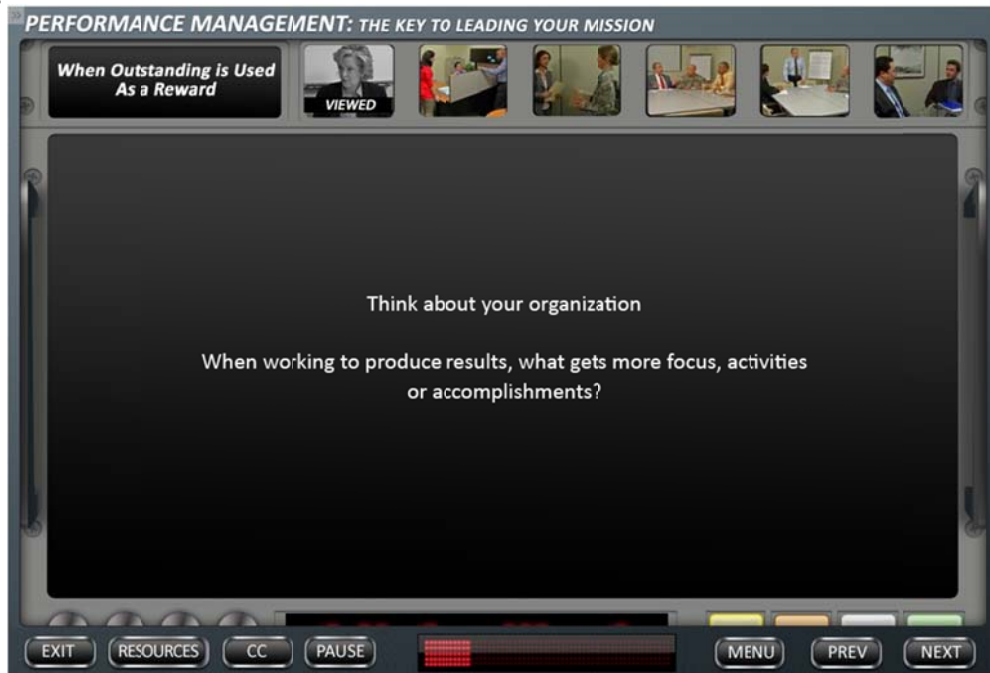
**Monica:** And yet, unless the day-to-day outputs, processes, and inputs of your organization are clearly aligned with your mission and goals, supervisors and employees will most likely not know what performance measures actually count and where they should be putting forth their effort.

Screen 23:



**Monica:** And, as a result, they will be working really hard, but not achieving the most important results.

Screen 24:



**Monica:** Take a moment to think about your organization. What gets enforced more when it comes to producing results, activities or accomplishments?

Screen 25:



**Monica:** Let's look at an example. Awhile back I had two managers who needed to increase the quality of the reports produced by their departments in order to meet an organization goal.

Screen 26:



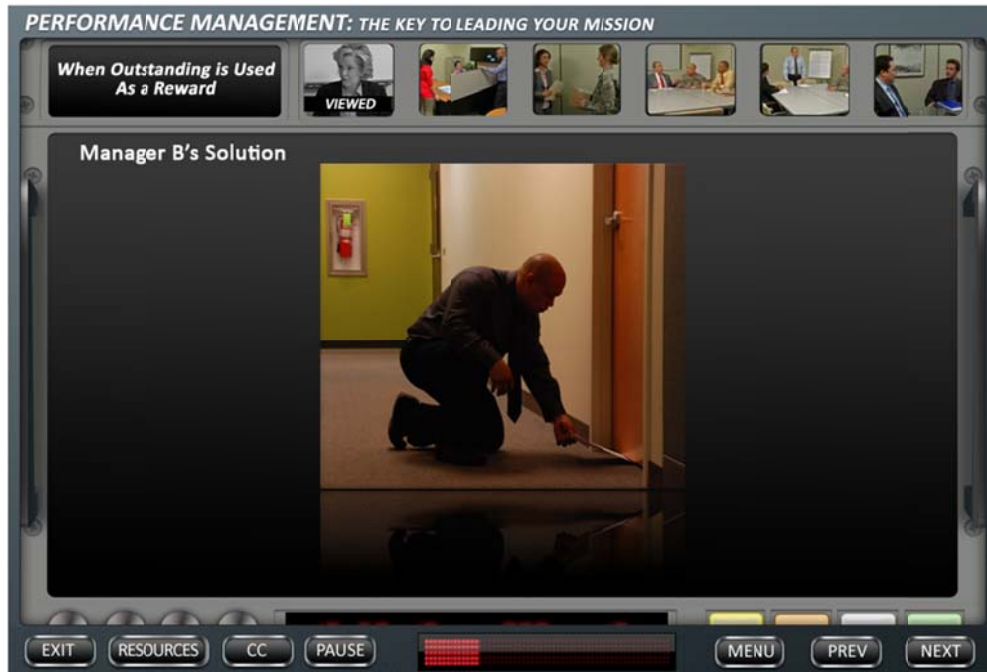
**Monica:** Manager A noticed that not only was quality lacking, but that the reports in his department were often delivered late.

Screen 27:



**Monica:** So, he put together a contest in his department to see which of his employees could turn their reports in on time for the most number of weeks in a row during a three-month period.

Screen 28:



**Monica:** Manager B's department also had a problem with late reports, but he took a slightly different approach to solving the quality issue and late report problem.

Screen 29:



**Monica:** Manager B called a team meeting to see if he could determine what was causing the lack of quality in the reports. During the meeting, Manager B learned that the process his team was following to obtain data for the reports was cumbersome and time consuming. Manager B worked with his team to establish a new process that was easier to follow. Manager B also worked with his team to set up quality standards and included training on what a quality report should entail. Finally, Manager B set up a peer review process by which employees with less report writing experience were mentored by those with more experience.



Screen 30:



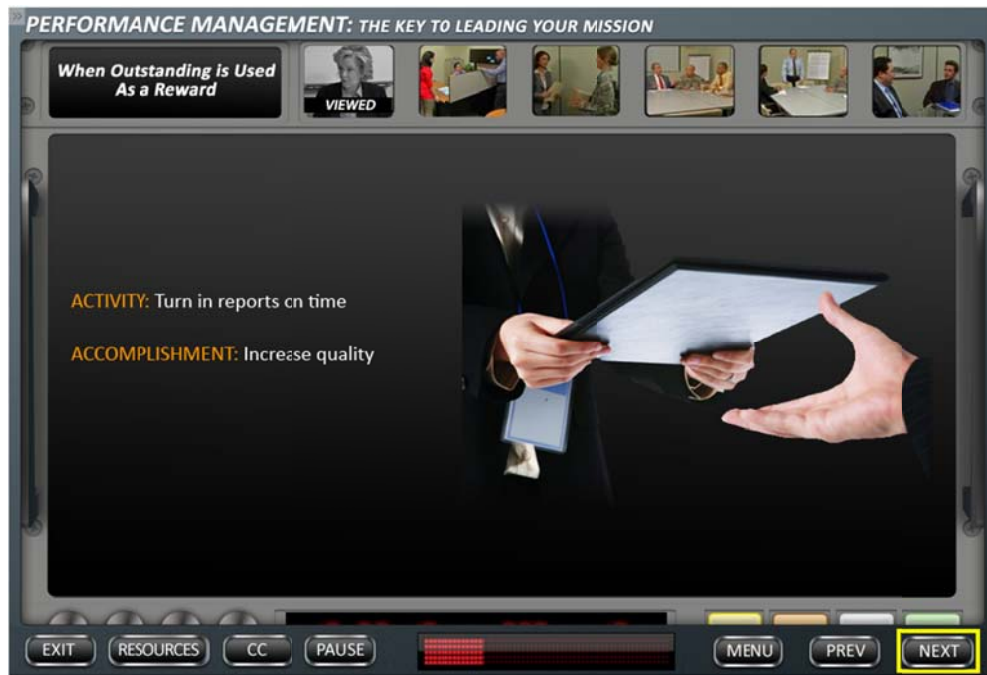
**Monica:** Within a couple of months, not only was the quality of the reports from Manager B's department up to standard, but, to everyone's delight, they were being turned in on time as well.

Screen 31:



**Monica:** "And what about Manager A's department," you ask? At the end of the three-month contest period, the number of reports turned in on time had improved significantly. In fact, for the last four weeks of the contest, one-hundred percent of the reports were turned in on time. But, as you've probably already guessed, the quality of the reports had not improved and had actually gotten worse.

**Screen 32:**



**Monica:** Manager A and his team were so focused on turning in their reports on time that they missed the more important accomplishment of increasing the quality of their reports. Yes, they were working hard, but their actions weren't aligned with the department's goals.

**Screen 33:**



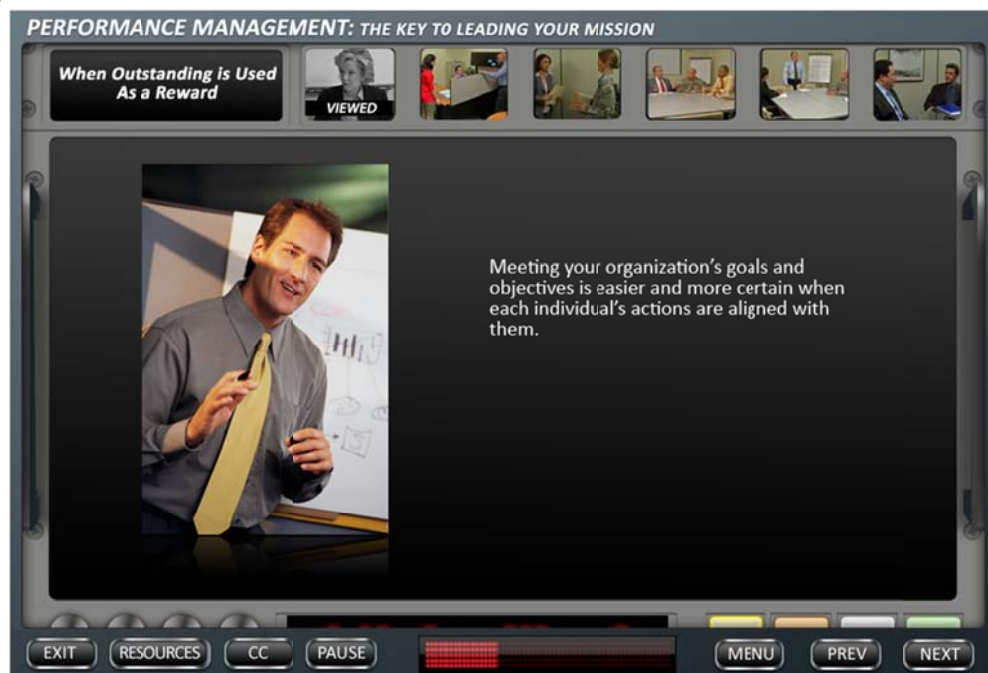
**Monica:** The strategic action that would help this situation is to be a strong advocate for aligning individual employee actions with mission goals and objectives.

Screen 34:



**Monica:** The first place to look to ensure actions are aligned is with our own actions. Are we, as leaders, working on the most important things? Once we've taken a self-inventory, then we need to ensure our manager's actions are aligned. Finally, we need to support our managers/supervisors in making sure their employee's actions are aligned.

Screen 35:



**Monica:** True, aligning actions takes a little work, but the payoff is that our managers and employees are not only working hard, but working on the most important actions. As such, meeting our organization's goals and objectives is much easier and more certain.

Screen 36:



**Monica:** As a Chinese Proverb says, “For every hundred men hacking away at the branches of a diseased tree, only one will stoop to inspect the roots.”

Screen 37:



**Monica:** When you are ready, select another monitor and let’s see what’s happening in a different area of the organization. After you watch all six interactions, select the “Conclusion” button to end our video conference.



**Screen 38:**



**Monica:** N/A

Video: Shooting Arrows at the Target Blindfolded

Setting: Three employees are in a cubicle setting. The work day is just beginning. Employees 1 and 2 are working at their desk. Employee 3 comes in, puts her things down on her desk, and then has a conversation with Employees 1 and 2. Employee 3 is female. Employees 1 and 2 are male.

**Employee 3:** *(talking to Employee 1; with excited energy and curiosity in her voice)* Hey, what happened at the team meeting yesterday afternoon? My son got sick at school and I had to go pick him up.

**Employee 1:** *(dryly)* Nothing.

**Employee 2:** *(floored with Employee 1's response; he turns around from his desk and joins the conversation)* Nothing!?! Yesterday was the most lively team meeting I've attended since I joined this department!

**Employee 3:** *(excited and impatient)* Well, come on, tell me what happened.

*While sitting in his chair, Employee 2 scoots his chair over closer to Employee 3's cubicle and starts energetically recounting the meeting details (see below). Employee 1 casually stretches back in his chair and listens to Employee 2 ramble on about the meeting.*

**Employee 2:** *(energetically)* We got back the results of the last customer satisfaction survey and the responses were the lowest they've been. Terry went on for a full 25 minutes about how important customer satisfaction is and how critical it is that we address the problems and get our numbers up. Terry also said that customer satisfaction results would play a big role in how he is going to rate us on the performance elements.

**Employee 3:** *(curious)* So, did Terry say what we are supposed to do to improve customer satisfaction?

**Employee 2:** *(pauses a moment to think; not quite as energetic before)* No, not really. Just the usual, the team is supposed to be “innovative.”

**Employee 1:** *(smug)* See I told you, nothing happened at the meeting yesterday...nothing new anyway.

**Employee 3:** *(perplexed)* Innovative? I know Terry uses that word all the time, but what’s it supposed to mean?

*Employee 1 and 2 shrug their shoulders.*

**Employee 2:** *(nonchalant)* Beats me.

**Employee 1:** *(casual)* I figure it’s business as usual.

**Employee 3:** *(a bit deflated & reflective)* Huh...business as usual, yah, I guess so.

*Employees 1, 2, and 3 turn back to their desks. Employee 1 and 2 start working. Employee 3 puts her things away and turns on her computer.*

*Video fades out.*

**Screen 39:**



**Monica:** The strategic action this situation needs is to hold managers accountable for clearly articulating expectations to each employee at the beginning of the rating cycle and maintaining consistent dialog throughout the year.

Screen 40:



**Monica:** Obviously, the video clip was not a prime example of expectations being clearly articulated. Rather than give specific instructions to achieve the manager's expectations, the employees were told to solve the problem by being "innovative." Being innovative will most likely mean something different to each employee.

Screen 41:



**Monica:** This approach is similar to putting a blindfold on and shooting a handful of arrows at a target hoping one of them will actually hit it.

Screen 42:



**Monica:** So, what does it mean to clearly articulate expectations? Well, for starters it means not only identifying what the person should do, but also clearly identifying what the person shouldn't do.

Screen 43:



**Monica:** For example, simply telling an employee that she should be more animated in her briefs doesn't provide the employee with a clear understanding of the actions she should take to meet your expectations. Should she be more like a comedian in a comedy routine or more like a passionate politician addressing Congress?



Screen 44:



**Monica:** Rather, give the employee specific examples to which she can relate and ensure she has a clear understanding of what you want to see. For instance, listen to how the manager in the photo is giving his employee a specific example.

"Think back to the brief the Branch Chief gave our department last month. She demonstrated many of the qualities I'd like to see you include in your briefs. First, the Chief engaged the audience by making eye contact. Next, ...."

Can you see how using specific examples makes it easier for the employee in the photo to more clearly understand her manager's expectations?

Screen 45:



**Monica:** After you've explained your request, check-in and see if the other person is on the same page with you. Safe, non-threatening ways you can do this is to say something along the lines of:

- "Will you please share with me the direction you'll be heading with this project? What do you think you'll do first?"
- "Let's recap. Will you share with me your understanding of the project?"

Of course you can change the wording of these phrases to meet your needs. The main thing is to ensure that you and the other person have a clear understanding of the end result.

**Screen 46:**



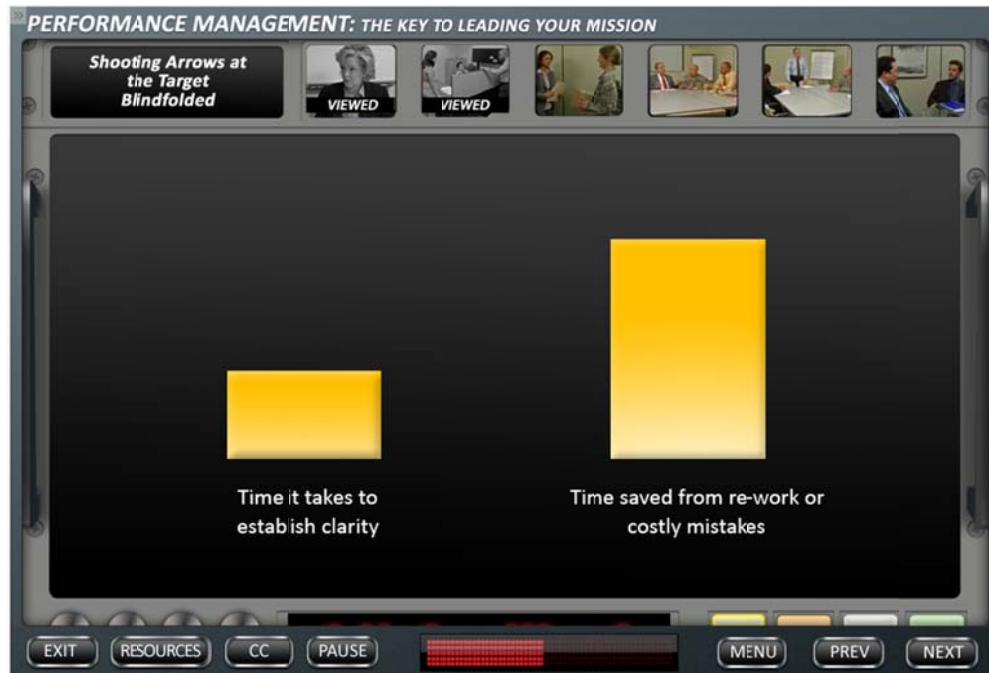
**Monica:** Think about the managers in your organization. Do they clearly understand your expectations? One way to know if they don't is if you are getting results you didn't want.

**Screen 47:**



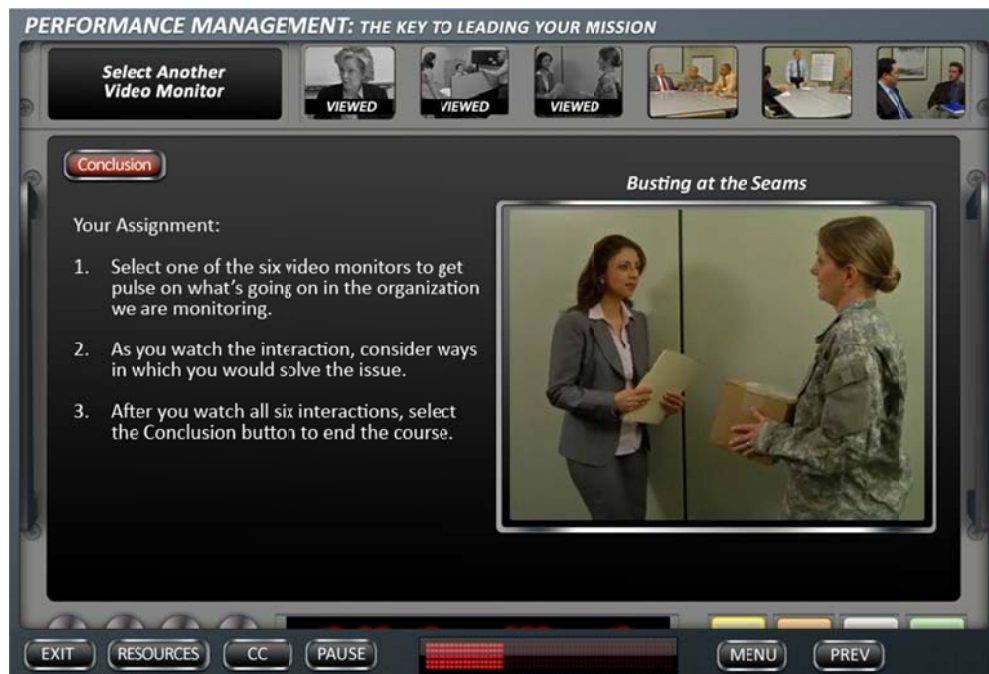
**Monica:** If that's the case, it may be time to go back to the drawing board and articulate clear expectations to your managers and ensure understanding is established between the two of you. Then, support your managers and supervisors in clearly articulating expectations to their employees.

**Screen 48:**



**Monica:** Yes, establishing clarity takes more time initially, but the amount of time saved from having to re-do work or correct costly mistakes is worth every minute.

**Screen 49:**



**Monica:** When you are ready, select another monitor and let's see what's happening in a different area of the organization. After you watch all six interactions, select the "Conclusion" button to end our video conference.

**Screen 50:**



**Monica:** N/A

Video: *Busting at the Seams*

Setting: Nayeli, a supervisor is sitting in her office typing on her computer. Two of Nayeli's employees stop by her office to talk to her and she gets two phone calls. After the last phone call, Nayeli leaves her office and meets her supervisor in the hall. They have a brief conversation.

**Employee 1:** *(Employee is standing in Nayeli's office doorway. The employee is frustrated.)* Nayeli, *(Nayeli looks up from her computer)* Terry asked me to let you know the printer isn't working again. This is the third time in two weeks it's been down. We can't finish the SOCOM project until the printer is fixed.

**Nayeli:** *(sighs loudly)* Okay. Thanks for letting me know. I'll put in a work order.

**Employee 1:** Okay *(walks away)*

*Nayeli starts to type and then the phone on her desk rings. Nayeli sighs and reaches for the phone.*

**Nayeli:** Good afternoon, this is Nayeli *(listens for a moment to the other person talk)*. Oh yes, hello Doug. How are you today? *(listens)* No, no, it won't be a problem for you to stop by to talk about your project. *(Nayeli looks at her full calendar for the day; her shoulders slump and the expression on her face is a mixture of stress and overwhelm.)* After all, you are in the area. When do you think you'll be here? *(listens)* Thirty-minutes? *(Nayeli frowns and appears stressed. She forces herself to smile.)* Okay great. I'll see you then.

*Just as Nayeli hangs up the phone it rings again. Nayeli shakes her head as if she can't believe everything is happening at once and picks up the phone.*

**Nayeli:** Good afternoon, this is Nayeli *(listens for a moment to the other person talk)*. *(sounds a bit more relaxed)* Oh, hi Tammy. What's up? *(listens)* Who is at your desk? *(confused)* What? I didn't think he



was coming until 4:30 this afternoon. *(listens; sounds stressed)* Okay. Tell him to wait and I'll bring the package right down *(quickly hangs up the phone)*.

*Nayeli jumps up from her chair and scrambles to assemble a package. As she works, Employee 2 stops by her office.*

**Employee 2:** *(chipper)* Hi, Nayeli. I wanted to see if the software you ordered for me came in yet.

**Nayeli:** *(while putting the last piece of tape on her package Nayeli looks at Employee 2 and hurriedly responds)* I've got to get this package downstairs. I'll get back with you in a few minutes. *(Nayeli picks up the package and quickly walks out of her office past Employee 2 who is still standing near the doorway.)*

**Employee 2:** *(looking a bit confused)* O...kay. I guess I can wait. *(Nayeli is already a few feet down the hall.)*

*As Nayeli is hurrying down the hall her supervisor, Jodie, is seen coming the opposite direction.*

**Jodie:** Oh, Nayeli, I'm glad I ran into you.

**Nayeli:** *(Nayeli stops walking and gives a quick, but stressed smile; her breathing is slightly accelerated from walking fast.)* Hi, Jodie.

**Jodie:** *(pleased with herself)* I've been meaning to talk to you about doing performance feedback sessions with your employees in your spare time.

**Nayeli:** *(a bit dumbstruck)* Performance reviews? Spare time?

**Jodie:** Yes, they're part of your performance objectives, remember? Let's meet tomorrow and we'll talk about the details. Have a good afternoon. *(Jodie smiles and continues happily down the hall.)*

*Nayeli is left standing in the hall with a look of helplessness and overwhelm as the video fades out.*

Screen 51:



**Monica:** Study after study shows the value of providing timely and on-going feedback to employees, both positive and constructive feedback.

Screen 52:



**Monica:** I don't think anyone would argue that it takes less resources and time to correct a problem when it first occurs than months down the road when habits have been established or the damage is far-reaching.

Screen 53:



**Monica:** And yet, regardless of the benefits of feedback, the challenge remains. How do managers with taxing schedules have time to provide ongoing and individual feedback to his/her employees? This is where we, as leaders, can help.

Screen 54:



**Monica:** The strategic action we recommend here at the center is to assist your managers in prioritizing their busy schedules such that they have time to provide feedback to their employees throughout the year.

Screen 55:



**Monica:** Rather than just add one more thing to the manager's to-do list, we can help by ensuring the manager has the capacity and resources to carry out the request. Let's consider a few examples.

Screen 56:



**Monica:** One leader made arrangements for her manager to spend an afternoon by herself in a conference room not being used at the time so the manager could work uninterrupted on her team's performance reviews. The manager appreciated the opportunity to be away from the phone and email requests she's bombarded with when she's in her office.



Screen 57:



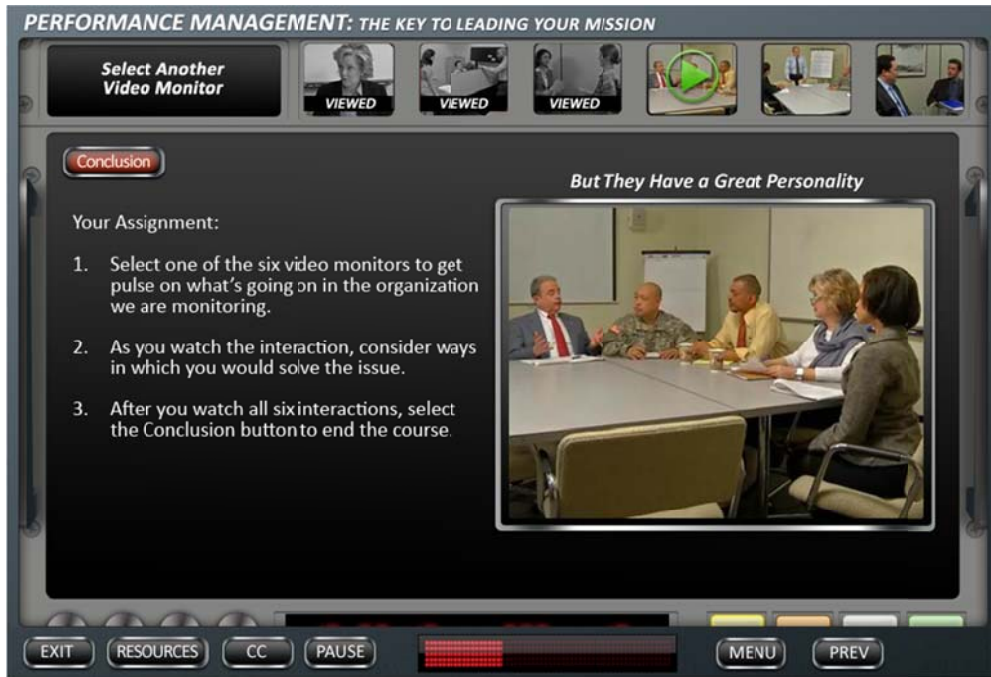
**Monica:** Another leader re-assigned a less important, but time consuming task, to another team member in order to free some space in a manager's schedule to meet individually with his employees.

Screen 58:



**Monica:** Your circumstances may be different and the solutions we looked at may not work for you, but rather than dismiss the idea, carefully consider what you can do to assist your managers to have more time to provide feedback to their employees. Then, once you've communicated your expectations to your managers, hold them accountable for their results.

**Screen 59:**



**Monica:** When you are ready, select another monitor and let's see what's happening in a different area of the organization. After you watch all six interactions, select the "Conclusion" button to end our video conference.

**Screen 60:**



**Monica:** N/A

Video: But They Have a Great Personality

Setting: A peer review rater consistency session is being held in a conference room. A male leader is leading the meeting and there are four managers (two females and two males: Pablo and Dustin), seated around the table.

**Leader:** Let me start by thanking each of you for attending our meeting today. I know you all have a lot going on, but having these rater consistency sessions is really important in ensuring our employees are being rated consistently and fairly. I think you're all familiar with the format, but just to review, you'll each have an opportunity to tell us how you rated your employees. Any questions?

*Each manager shakes his/her head, "No."*

**Leader:** Okay. Pablo, why don't you start?

**Pablo:** Sure. *(looking at a piece of paper)* Elizabeth, Julia, Ross, Orlando, and Rahul all earned a 3. Armani and Lisa earned a 4, and Ruby earned a 5.

**Leader:** Thanks, Pablo. Just so we are all clear, will you please share with us what Ruby did that you feel deserves a 5?

**Pablo:** Of course. As I think you're all aware, Ruby assumed Anna's position when Anna retired. Anna left big shoes for Ruby to fill and not only did Ruby fill them, but she exceeded all expectations. I received many comments throughout the year pertaining to her exceptional communication and critical thinking skills. Ruby has a knack for being able to tailor her content to the audience she is addressing. A particular challenging brief was the one she gave to the congressional delegates. Boy, did she get some push-back during that brief, but Ruby handled the criticism and skeptical comments like a pro and was still able to respectfully share the data she and her team had researched. The Branch Chief was extremely pleased and sent Ruby a thank you note. Ruby has also developed a strong network of colleagues throughout the IC with whom she collaborates with to accomplish her projects. Ruby's team members speak highly of her leadership abilities, and she has implemented remarkably innovative solutions to various challenges that have come up throughout the year.

**Leader:** Yes, I have heard good things from several customers about Ruby. Thanks, Pablo. Okay. Dustin. Why don't you go next?

**Dustin:** Okay. Heather, Lois, Jasper, and Wally earned a 3. Edwin earned a 4, and Corrine earned a 5.

**Pablo:** *(surprised)* What?! Corrine earned a 5? What'd she do to earn a 5? Don't get me wrong, I like Corrine, but she's no Ruby. I don't see how she could possibly have the same rating.

**Leader:** *(calmly)* Okay guys. Hold on for a minute. Dustin, will you please share with us why you feel Corrine earned a 5?

**Dustin:** *(a bit hesitant)* Well, she works just as hard as anyone else. She gives good briefs and all of her projects were completed on time.

*(Pablo is slowly shaking his head; the leader and the other managers are looking at Dustin, curious to see what else he'll say.)*

**Leader:** Is there anything else?

**Dustin:** *(with conviction)* Yes, yes there is. Corrine has a great personality, is always bringing in treats to share, and lends a hand to other team members when they need help.

**Female 1:** *(passionately)* Hold on a minute here. If Corrine earned a 5 just because she has a good

personality and brings treats to share then Esther, my most reliable and dedicated employee, should also receive a 5 instead of the 3 I originally rated her as.

**Female 2:** *(a bit appalled)* Since when did we start passing out 5s for bringing in treats? Is that all I have to do to earn a high rating?

**Pablo:** *(disgusted)* No, that's not how it works....

*The managers argue amongst themselves.*

**Leader:** *(raises his voice slightly to be heard over the other managers, but does not sound angry)* Hold on a minute. Arguing isn't going to help us solve anything. Let's back up for a moment and review what constitutes an outstanding rating to make sure we are all applying the standards consistently....

*Video fades out.*

#### Screen 61:



**Monica:** Have you seen that happen before? Where a person gets a rating based on his/her personality more than on the results he/she created?



**Screen 62:**



**Monica:** It can be a challenge for managers and leaders alike to separate personal feelings and biases, whether they are good or bad, toward an individual and accurately assess the quality of the individual's work. And yet, if we don't make the separation, we do the individual and everyone within the organization a disservice.

**Screen 63:**



**Monica:** Let's consider two examples I recently observed. First, not long ago I talked to a supervisor who was frustrated with the quality and quantity of one of her employee's work. The employee was clearly performing below the standard for his position, a position he had held for over ten years. He was amiable, great to work with, and everyone liked him. However, he didn't have the skills necessary to perform his job to standard and meet his performance objectives.

Screen 64:



**Monica:** The supervisor was fairly new to the organization and hadn't worked with her team long. When she attempted to address the performance problem she was surprised to learn that for the last ten years, previous supervisors had given the employee excellent performance ratings.

Screen 65:



**Monica:** Because of the employee's excellent rating history, the supervisor's efforts to address the performance problem were challenged by her managers. Eventually, the supervisor, tired of fighting an uphill battle and swamped with other assignments, dropped the case.

Screen 66:



**Monica:** This causes us to wonder on what basis the employee's prior supervisors were rating him and how they justified excellent ratings. Did they give him the nice guy rating?

Screen 67:



**Monica:** There's no way to know for certain, but if the prior supervisors gave the employee excellent ratings even if he hadn't earned them because they thought they were doing him a favor, they not only stifled the employee's growth, but created headaches for future supervisors and team members.

Screen 68:



**Monica:** In another case, a supervisor had an outstanding employee whom was invaluable on the job. Rather than give the employee the high ratings she had earned, the supervisor deliberately gave the employee adequate performance ratings because he was fearful that if he gave the employee higher ratings the employee would be promoted and leave his department.

Screen 69:



**Monica:** Unfortunately rater bias examples like these happen more frequently than we would care to admit. The way to keep situations like these from occurring is to hold managers accountable for backing up their ratings with documented facts and ensuring the rigor and consistency of their ratings across the organization. All ratings within your organization should be aligned with the performance standards.

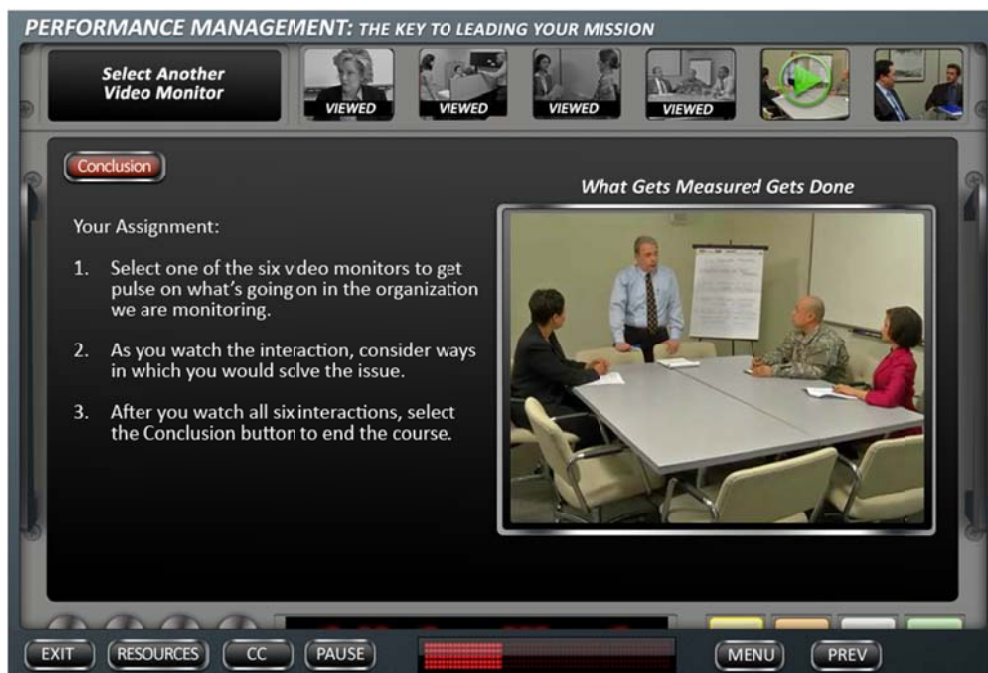


**Screen 70:**



**Monica:** Think back to the last time you reviewed your manager's narratives. Did the narratives show clear justification for the rating the manager gave? Are ratings consistent throughout your organization? Take a moment to consider actions you can take to improve the process in your organization.

**Screen 71:**



**Monica:** When you are ready, select another monitor and let's see what's happening in a different area of the organization. After you watch all six interactions, select the "Conclusion" button to end our video conference.

Screen 72:



**Monica:** N/A

Video: What Gets Measured Gets Done

**Setting:** Manager is holding a meeting with his supervisors at the beginning of the rating cycle. The manager is outlining his expectations for the coming year. The meeting is held in a conference room. Four to five supervisors are seated around the table. The manager is at the head of the table near a whiteboard or flip chart.

**Manager:** The next item on the agenda for today's meeting is to spend a few minutes talking about my expectations for the coming year. There are five key areas I'd like us all to focus on (*points to the five items written on a whiteboard or flip chart and reads each one aloud*).

1. Give employees feedback
2. Identify and work with poor performers
3. Hold organized, focused team meetings
4. Meet project deadlines on time or sooner
5. Receive an excellent overall rating on customer service satisfaction surveys

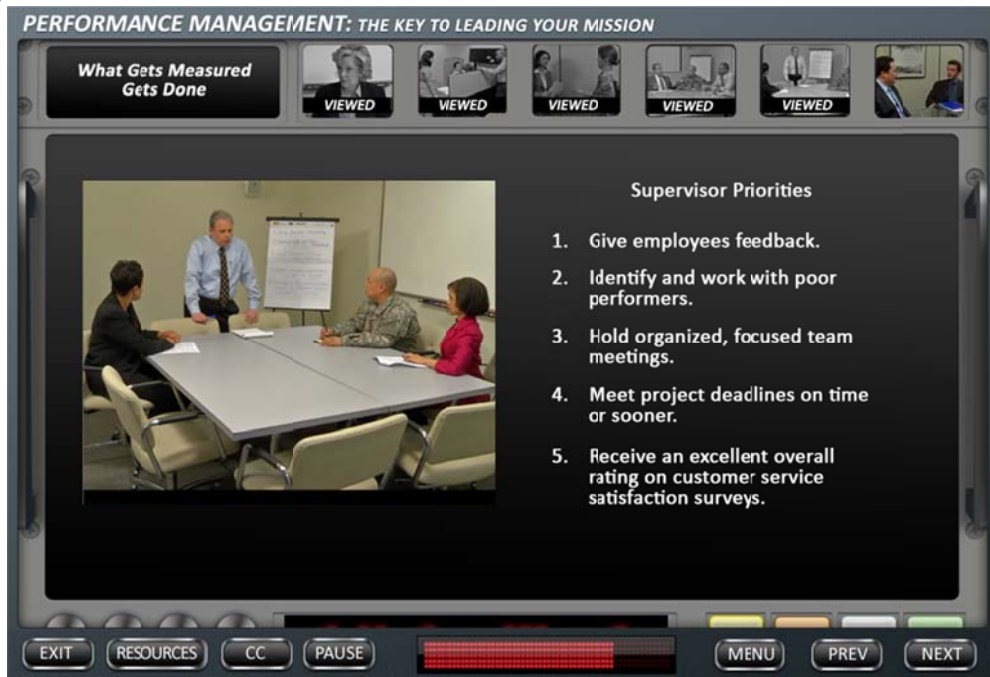
Later this week I'll meet with each of you individually to set your performance objectives based on your ability to one, meet project deadlines on time and two, to get an excellent overall rating on your customer service satisfaction surveys. Your results in these two areas are what I will use to base your ratings at the end of the year.

Before we go onto our next agenda item, are there any questions on my expectations?

*Manager looks around the room; a couple of the supervisors shift uncomfortably in their chairs, but no one says anything.*

*Video fades out.*

**Screen 73:**



**Monica:** In the video, the manager outlined five priorities for his supervisors:

One. Give employees feedback.

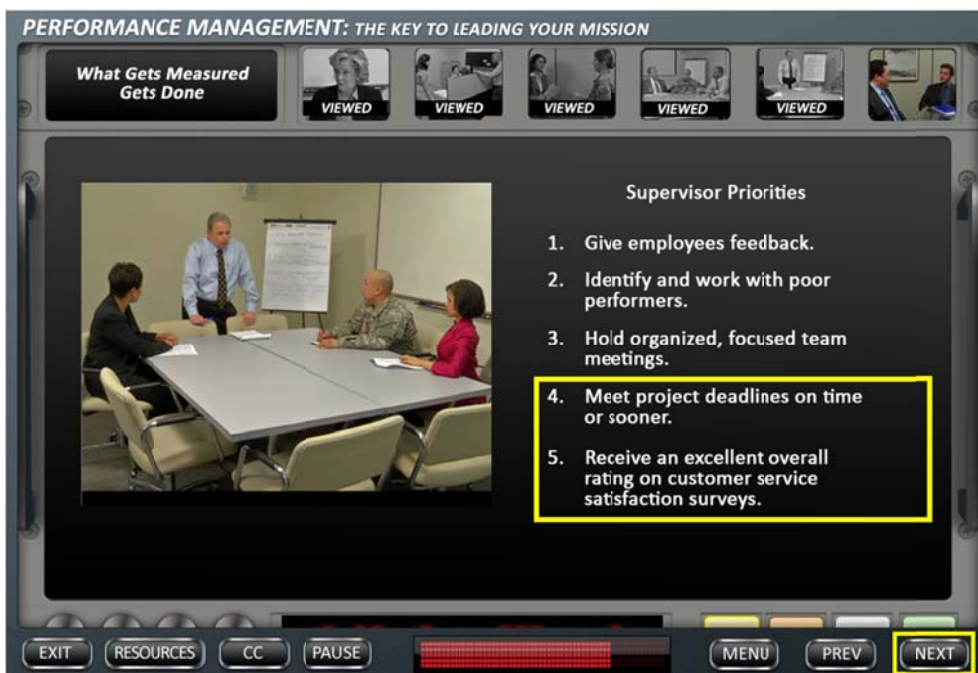
Two. Identify and work with poor performers.

Three. Hold organized, focused team meetings.

Four. Meet project deadlines on time or sooner.

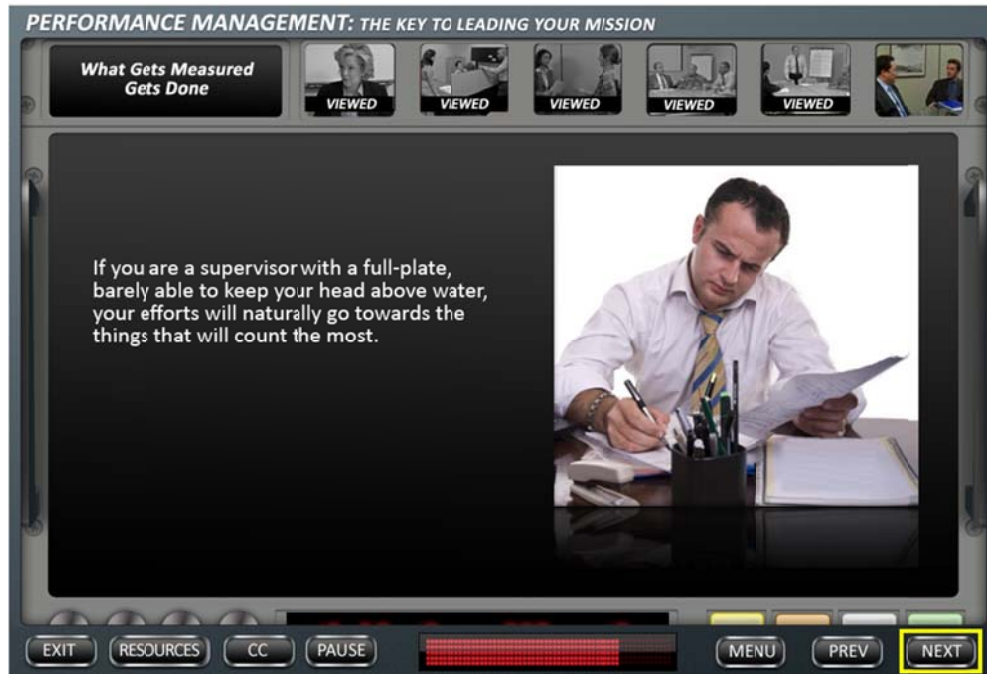
And, five. Receive an excellent overall rating on customer service satisfaction surveys.

**Screen 74:**



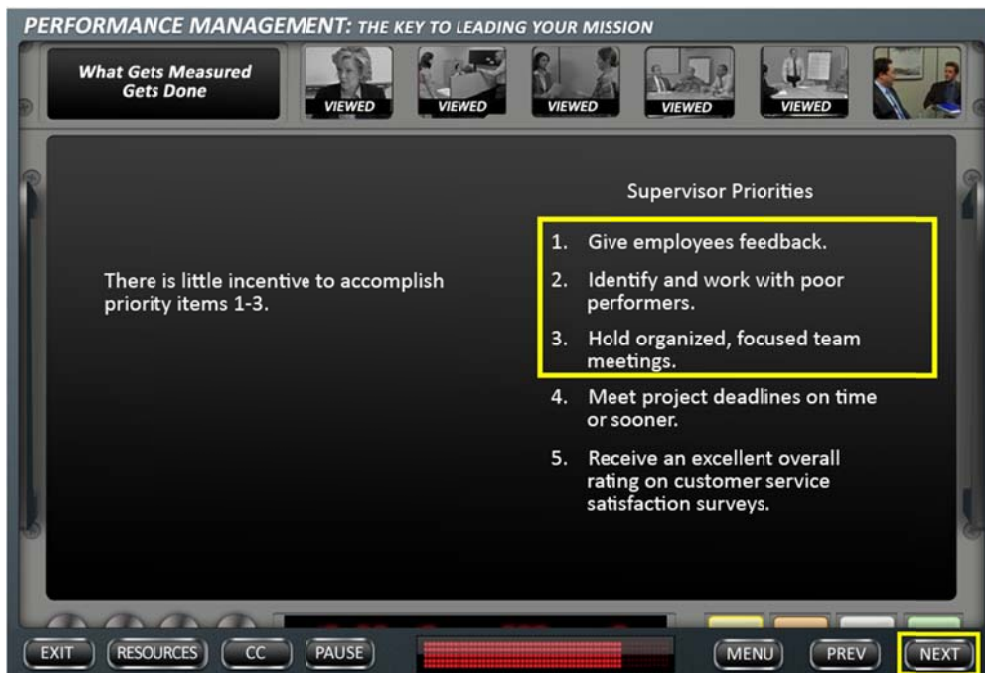
**Monica:** Of the five priorities, which ones do you think will most likely be accomplished, or at least will be the focus of the supervisor's efforts? If you guessed priorities four and five, you are right. Meeting project deadlines and scoring well on the customer satisfaction surveys are the two items upon which the manager indicated he would base his ratings for the supervisor's performance.

Screen 75:



**Monica:** It's not that the other three items are not important, but put yourself in the supervisor's shoes. If you are a supervisor with a full-plate, barely able to keep your head above water, your efforts will naturally go towards the things that will count the most.

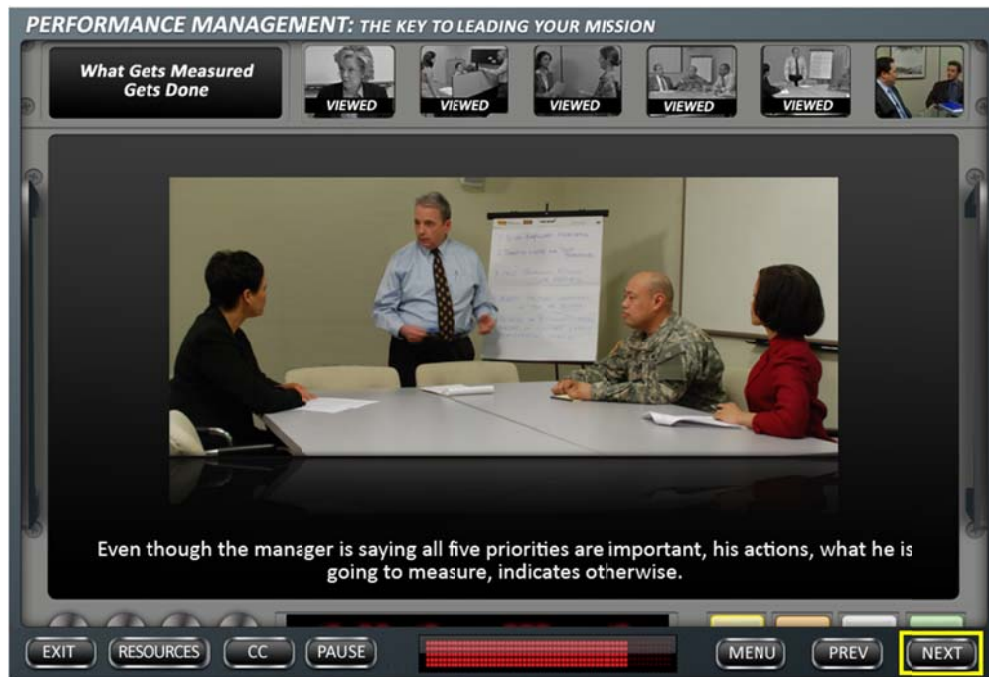
Screen 76:



**Monica:** As it stands in the case of the scenario we watched in the video, there is little incentive for the supervisors to spend the additional time required to give feedback, work with poor performers, and improve the quality of their team meetings.



**Screen 77:**



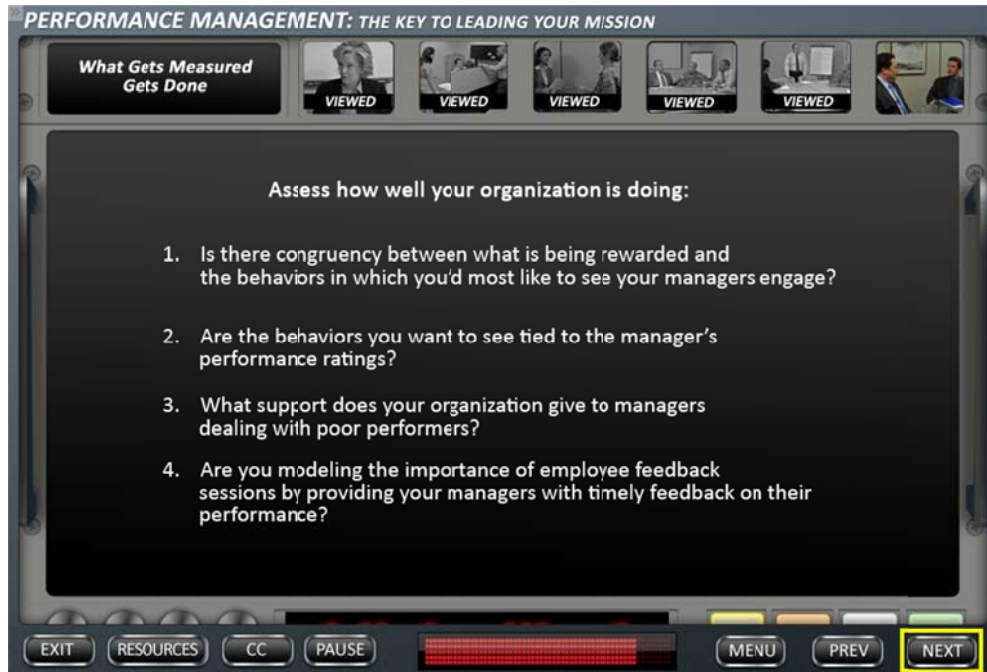
**Monica:** Now this isn't to say that just because these priorities aren't being directly measured that the supervisors shouldn't do them. But, as leaders, the take away here is that even though the manager is saying all five priorities are important, his actions, what he is going to measure, indicate otherwise.

**Screen 78:**



**Monica:** The strategic action that would help this situation is to reinforce higher performance in your organization by aligning incentives with the behaviors you'd like to see while providing vocal and visible support for managers who deal with problem employees.

**Screen 79:**



**Monica:** Take a moment to assess how well your organization is doing. Is there congruency between what is being rewarded and the behaviors in which you'd most like to see your managers engage? Are these behaviors tied to the manager's performance ratings? What support does your organization give to managers dealing with poor performers? Finally, are you modeling the importance of employee feedback sessions by providing your managers with timely feedback on their performance?

**Screen 80:**



**Monica:** You can encourage and incentivize your managers all you want, but if the behaviors you'd most like to see are not aligned with the incentives, and support is not provided to achieve the behaviors, then the chances of obtaining the results you want are slim.

Screen 81:



**Monica:** When you are ready, select another monitor and let's see what's happening in a different area of the organization. After you watch all six interactions, select the "Conclusion" button to end our video conference.

Screen 82:



**Monica:** N/A

Video: Going Easy On Your Friends

Setting: Terry, a supervisor, is meeting with Axel, one of his employees, in the Terry's office.

**Axel:** (*sarcastically*) So I finally get some time with the boss, huh?

**Terry:** (*frowns*) Knock it off, Axel. You know how much I have going on right now. It's not like I don't miss going to lunch with you and the guys, but taking this supervisor job was a good move for my career.

**Axel:** (*teasingly*) Yah, yah. That's what you say, but we're betting you were just tired of us and took the easy way out.

**Terry:** (*sighs loudly*) Easy way my foot. You have no idea what's like to be a supervisor. It's no walk in the park, especially when I have to deal with guys like you and all your wise cracks.

**Axel:** (*playing innocent*) Who me?

**Terry:** (*shakes his head in half amusement, half annoyance*) Yes, you. And speaking of Mr. Innocent, there's something else I need to talk to you about.

**Axel:** (*more serious*) Like what?

**Terry:** (*uncomfortable and hesitant*) Well, I heard you lost your cool in a meeting last week and that you said some unfortunate things.... (*Axel sits up in his chair and he appears angry; trying to smooth things over, Terry hurriedly continues*) Look, I'm sure you didn't mean whatever you said and it probably wasn't all that bad anyway, but you know how JoAnne is. She gets all up tight over the littlest things. So how about you just count to ten or something next time something ticks you off and we'll call it good. What do you say? (*smiles*)

**Axel:** (*exhales*) So that's it, count to ten?

**Terry:** (*shrugs his shoulders*) Well, yah, do you want something else?

**Axel:** (*shakes his head*) No, not really. (*smiles*) I just thought you'd have a little more profound advice now that you're the supervisor. (*Terry frowns.*) So what'd you think about the game last night? (*smiles*) Your "good old boys" couldn't pull it together for nothing.

**Terry:** (*jokingly defensive*) Hey now, no slamming my boys....

*Video fades out.*

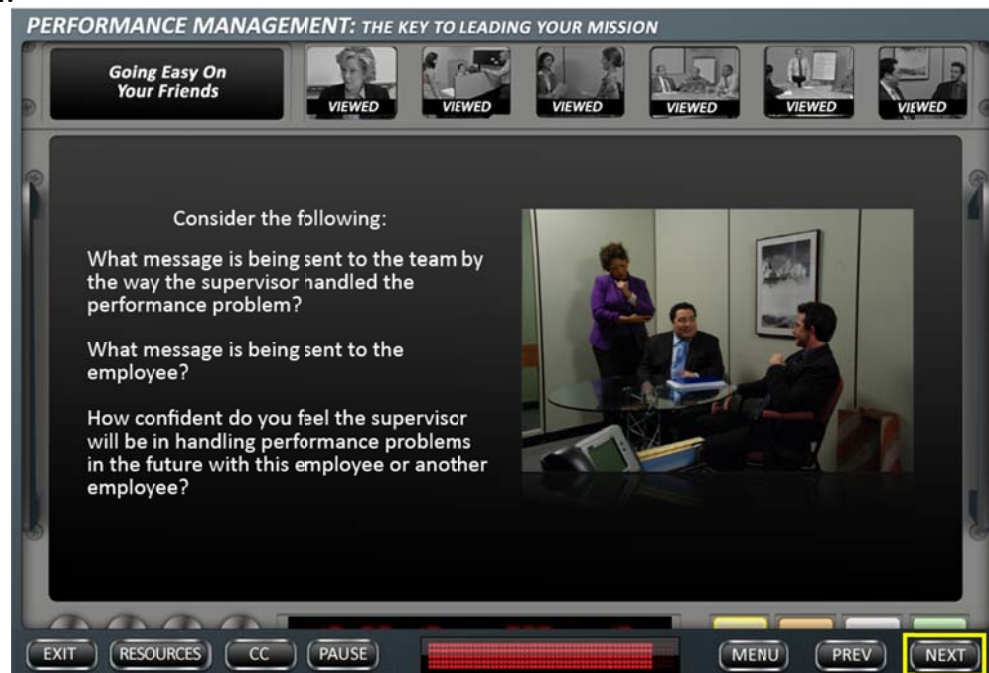


**Screen 83:**



**Monica:** Tough spot to be in isn't? Giving feedback in general can be uncomfortable, but particularly even more so when you have to address another person's shortcomings. And yet the ramifications for not giving necessary feedback, both positive and negative, can be huge.

**Screen 84:**



**Monica:** For instance, in the case of the video we just watched, what message is being sent to the team by the way the supervisor handled the performance problem? What message is being sent to the employee? How confident do you feel the supervisor will be in handling performance problems in the future with this employee or another employee?

Screen 85:



**Monica:** The strategic action for this channel is to support managers with training to help them improve their coaching and mentoring skills. And just how important is it that managers have effective coaching and mentoring skills?

Screen 86:



**Monica:** According to Marcus Buckingham and Curt Coffman in their book *First Break All the Rules*, "The number one reason why people thrive in an organization is their immediate supervisor and it's also the number one reason why they quit" (Trinka, 2006, p. 4).

Screen 87:



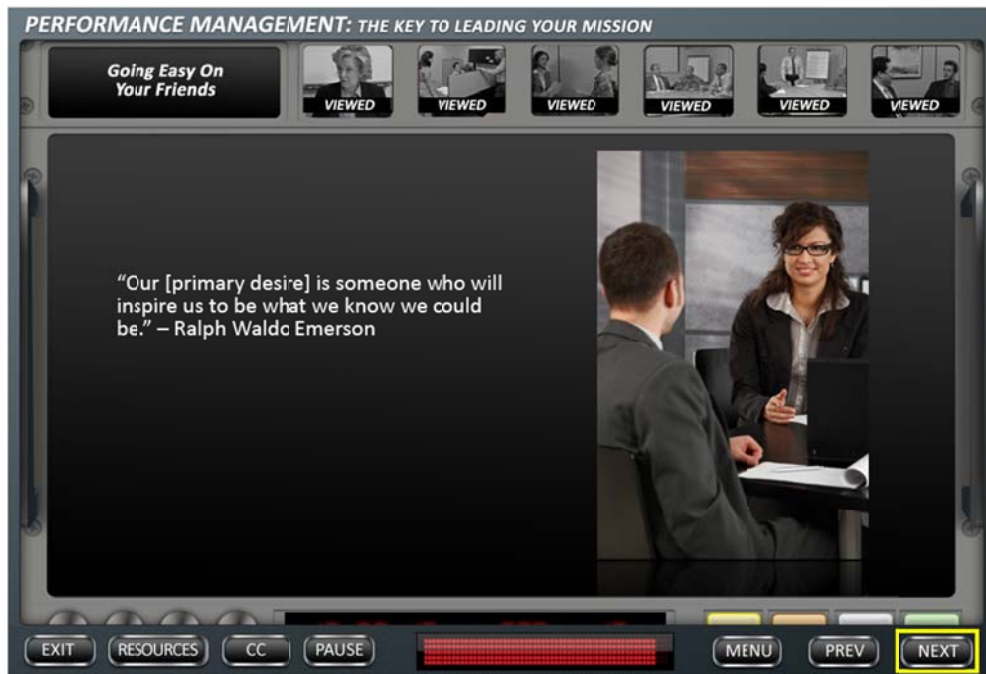
**Monica:** In another study, researchers found that “people leave managers and supervisors more often than they leave companies or jobs” (Heathfield, n.d.). Thus, the key to retaining good employees and helping them excel rests, to a large part, with the skills of your managers.

Screen 88:



**Monica:** Now, this isn't to say that coaching and mentoring skills only come into play when there is a performance problem that needs to be addressed. Quite the contrary. Effective coaching and mentoring skills are just as important in helping good employees become better as they are in addressing performance problems.

Screen 89:



**Monica:** Ralph Waldo Emerson said, "Our [primary desire] is someone who will inspire us to be what we know we could be."

Screen 90:



**Monica:** Take a moment to consider the skill sets of your managers. Are they inspiring their employees and helping them excel through effective mentoring and coaching skills? As you assess each of your managers, in what ways can you support them and help them improve their abilities, particularly in regards to the leadership and integrity and management proficiency elements? The investment you make will not only pay off in managers who are more confident and skillful in their responsibilities, but will also positively affect employee job satisfaction and morale.



**Screen 91:**



**Monica:** When you are ready, select another monitor and let's see what's happening in a different area of the organization. After you watch all six interactions, select the "Conclusion" button to end our video conference.

**Screen 92:**



**Monica:** Thanks for joining me today at the Leadership Control Center as we discussed the key to achieving your mission—performance management. I hope the interactions you observed and corresponding strategic actions we discussed have given you ideas on how you can drive positive business results and meet your obligations and responsibilities as a leader.

**Resources:**



**Monica:** If you'd like a paper-based version of our conference for reference, select the "Print Conference Slides" button. Select the "References" button for a list of references used during our video conference. Finally, for additional information on performance management, such as how to hold effective coaching and feedback sessions with your managers and supervisors, select the "Performance Management Training" button to download a list of training materials and instructions on how you can access them.